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ABSTRACT

Representative of the 30 units comprising first grade Yup'ik lessons, units on clothing, animal families, dog teams, and potlatch (generally a celebration for the dead) are detailed in these lesson plans. Each of the four units is prefaced by a statement of concept/recall objectives, Ak'A Piyarat concept objectives (cultural aspects), and skills objectives. Each lesson in the unit is divided into three sections: developmental language activities, vocabulary practice, and intellectual development. Language content for each lesson is presented in both English and Yup'ik. In addition, skills to be developed and materials to be used are listed for each of the three sections. Enrichment activities are also included at the end of each unit. (CM)

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FIRST GRADE YUP'IK LESSONS

Unit 3 CLOTHING
Unit 5 ANIMAL FAMILIES
Unit 25 DOG TEAMS
Unit 27 POTLATCH

by

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June 1980

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These 4 units are representative of the 30 units comprising the first grade Yup'ik lessons. For further information, please contact the author.

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CONCEPT/RECALL OBJECTIVES:

A1. By the end of this unit, each child should recall/know:

1. That clothing is used to keep us warm;
2. That clothing can be made from different materials;
3. That there are different kinds of footwear.

NOTE: If the English Unit has already been taught, these objectives are recall. If it has not been taught, these concepts will need to be introduced to the children.

AK'A PIYARAT CONCEPT OBJECTIVES:

A2. By the end of this unit, each child should also know:

1. That many women used to make all the clothes by hand;
2. The style of clothing has changed.

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SKILLS OBJECTIVES:

B. By the end of this unit, each child should be able to:

1. Auditorally recognize and discriminate the language content of the unit;
2. Orally reproduce the language content of the unit;
3. Visually recognize and discriminate pictures and/or actual clothing items;
4, Demonstrate an ability to use gross and fine motor skills during the unit's activities;
5. Demonstrate an ability to use the intellectual skills of recall, classifying, matching, sequencing.

SUGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIAL
palagg'aayaq/ malagg'aayaq fur cap aritviik mittens pal'tuuk/paltuuk coat cap'akiq/sap'akiq show matarun/'lumarraq shirt	<u>Administer the unit's pretest</u>. CONTEMPORARY Conceptual Development and Introduction of Vocabulary Auditory and Visual Exposure in Nonprint Form (1) Have a discussion with the children about traditional and contemporary clothing, including the facts that women traditionally made all of the clothing and that the clothing was made from furs and skins. (2) Use the pictures from the kit, or clothing and skin samples to introduce the vocabulary words. If you have clothing samples, pass them around the class to let the children examine each of them, noting their texture, and material. Discuss the differences between the textures and materials. (3) Use a handpuppet to say the terms. Say a term and have the puppet repeat the term and find the corresponding picture on the ledge, or the clothing sample. Repeat, switching roles, making certain that the children HEAR the terms a number of times. 	Comprehension	Pictures from the kit Clothing samples
During this lesson it is very important that the children understand the theme of the unit. This conceptual base will then serve for language development in subsequent lessons in the unit.	Vocabulary Practice : Pass out copies of the vocabulary word pictures to each child. Tell a RUNNING STORY using two of the vocabulary words. When the children hear one of the terms, they are to clap their hands. When they hear the other term, they should stand up. When the children are able to auditorally recognize the terms in the story, begin to have the children hold up the picture of the term. Then, let them repeat the term after you say it. Continue the story by letting the children fill in the appropriate word when you hold up a picture in choral, group, and individual forms. It may be necessary to model the terms for the children. Continue, using all of the vocabulary words. * Alternative - If you find it difficult to fit the terms into a running story, say individual words in a list, such as: "Ena; qimugta; aritviik (children clap/stand)." 	Auditory Discrimination Oral Reproduction Visual Discrimination in Non-print Form	Copies of the pictures from the kit Clothing samples

GESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
Nauwa pal'tuuka/paltuuka? Where is/are my coat? Nauwa cap'akiqa/sap'akiqa? Where is/are my shoe? Nauwa matarutka/'lumarraqa? Where is/are my shirt? Nauwa arityiigka? Where is/are my mittens? Nauwa palagg'aayaqa/ nalagg'aayaqa? Where is/are my fur cap?	Review Lesson 1 Contemporary Vocabulary in Patterns Auditory and Visual Exposure in Nonprint Form Prior to beginning the lesson hide the vocabulary pictures (or clothing samples) in various places around the classroom. Introduce the pattern by searching for one of the pictures. Say the pattern, "Nauwa (vocab. term)." Encourage the children to guess what you are doing. Be certain the children understand what you are saying. It may be necessary to translate the pattern once for the children. After translating it, the children should grasp that it means the same thing with each of the vocabulary words. Continue searching for each of the vocabulary word pictures, repeating the pattern a number of times while you are searching. When you find a picture, hold it up and say its vocabulary word. 	Recall Comprehension Recall of Vocabulary Words Visual Discrimination	Pictures from the kit or clothing items
	Vocabulary Practice: Play SCAVENGER HUNT. Tell the children to close their eyes and then hide several copies of each vocabulary word pictures around the room. Hold up a sample of one of the vocabulary word pictures and the children should say its pattern with the appropriate word. After they have repeated the pattern, tell them to hunt for that picture. When the copies of that picture are found, the finders keep their pictures and say the pattern with the appropriate word. Continue the SCAVENGER HUNT until all of the pictures have been found. The child who finds the most pictures is the winner.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form Recall	Several copies of each picture from the kit
Intellectual Development Play FIND THE PIECES. Use the copies of the vocabulary word pictures from the above activity for this intellectual activity. Cut each picture in half. Put all the halves in a pile on the floor. Have the children stand in a circle around the halves. Assign a vocabulary word to each child. Be sure at least 2 children have the same word. Say the vocabulary words. The children with that word are to run to the center and try to put together the pictures for the word. They should then say the vocabulary word. Repeat so that each child has a chance to put a picture together.		Matching Recall Oral Reproduction	

CGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
atkuk skin parka palagg'aayaq/ malagg'aayaq fur cap imarnin rain coat made of sea gutt iqertak rain boots made of fish skin ring this lesson it is ry important that the ildren understand the eme of the unit. This con- ptual base will then serve r language development in bsequent lessons in the it.	Review Lessons 1 & 2 Contemporary Ak'a Piyarat Conceptual Development and Introduction of Vocabulary Auditory Exposure and Visual Exposure in Nonprint Form Prior to the lesson, prepare a tape to use with HERMAN'S HEAD. Have a discussion with HERMAN about traditional clothing. Talk about the facts that clothing was traditionally made from animal skins, that some of the clothing is not used today because the contemporary clothing has taken its place, that all of the clothing was traditionally made by hand, and that the style of the clothing has changed. If possible, have samples of some traditional clothing for the children to see and touch in the classroom. Use the pictures from the kit and say the name of each vocabulary word a number of times. Let the children continue the discussion with HERMAN. Encourage them to talk creatively about clothing, record their conversations and play them back to the class. 	Recall Comprehension Creative Expression	Herman's Head & tape for Herman Pictures from the kit Samples of traditional clothing
	Vocabulary Practice: (1) Practice the new vocabulary words by playing BROOM DROP. With the children in the circle, say the name of a clothing item from the vocabulary list to each child. Stand in the center of the circle with a broom. The child who was given that name should try to catch the broom before it hits the floor. After the children have heard the words a number of times, they can begin saying the words after they catch the broom. Give the children a new word frequently so they become familiar with all of the words. (2) Use the FLASHLIGHT TECHNIQUE to develop the children's visual recognition and oral reproduction skills. Group the children in the center of the classroom. Dim the lights, if possible. Mount the clothing pictures in different areas of the room. Shine the light on one of the pictures with the flashlight. The children should respond with the name of the picture lit up by the flashlight. Repeat until the children seem to be able to visually recognize the pictures and say the names.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form Gross Motor	Broom Flashlight
	Intellectual Development: Set up a FISH POND in the classroom. Mount copies of the pictures on the walls around the room. Attach paper clips to other copies (at least 3 of each picture), and put them in a pile on the floor. Make three fishing poles from sticks or rulers, pieces of string, and magnets. Begin by telling the children that each of them will have a chance to fish. When a child catches a fish, he/she should move to the matching picture and say the vocabulary word. Continue until all of the children have had a turn. Later, divide the class into 3 groups. Give each group a sequence of 3 fish that they are to catch. Lay 3 pictures in front of each group and explain that they should try to catch the 3 pictures you have given them. Each child in the group should have a chance to fish. When they have caught the 3 fish, they should match the sequence that you have given them and say the vocabulary words.	Gross Motor Sequencing Matching Oral Reproduction Recall	Copies of pictur from the kit Paper clips 3 fish poles wit magnets

SUGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
Arnat atkuli lallruut. Women used to make parkas. Arnat palagg'aayalilallruut/ malagg'aayalilallruut. Women used to make fur caps. Arnat imarnicilallruut. Women used to make rain coats. Arnat iqertalilallruut. Women used to make rain boots.	Review Lesson 3 Ak'a Piyarat Vocabulary in Patterns Auditory and Visual Exposure in Nonprint Form (1) Introduce the patterns by doing a short demonstration of sewing. Explain to the children what you are doing as you thread a needle, put two pieces of fabric together, etc. Tell them to look at their own clothing, calling attention to the seams of the clothes. Explain to the children that this is where the pieces of material were sewn together. Encourage the children to talk about people they have seen sewing, either by hand or with a machine. (2) Introduce the concept that mothers used to make most of the clothing by hand from furs and skins. Samples would be helpful. Have the children pretend that they are sewing. Walk among them asking them what they are making, and how they are making them. This can be done in English or Yup'ik, depending upon the Yup'ik language skills of your children. (3) Introduce the new patterns to the children. After you have exposed them to the Yup'ik forms of the patterns, be certain they understand their meanings. It may be necessary to translate the patterns once (the point of departure in particular). Show the pictures from the kit, saying the appropriate patterns. Repeat, being certain that the children HEAR each pattern a number of times.	Recall Comprehension Recall of Vocabulary Words Visual Discrimination in Nonprint Form Creative Expression	Pictures from the kit Samples of traditional clothing Needle and thread
	Practice Patterns Make copies of pictures from the kit; one picture per child. Give each child pictures of the articles of clothing from this lesson. The children should lay the pictures on the floor in front of themselves. Say one of the patterns and the children should hold up the appropriate picture. Repeat a number of times until you feel the children are able to readily identify the names and pictures of the clothing. Repeat the auditory drill, with the appropriate groups responding when their patterns are heard. Later, have the children hold up their pictures when you say a pattern and then have them respond by saying the pattern in choral, group and individual forms.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form Recall of Vocabulary words	Copies of the pictures from the kit (one for each child)
Intellectual Development Provide each child with a clothing picture. Have the children cut or tear out their pictures and paste them onto construction paper. Use a hole punch to put several holes around the outside edges of the pictures. Wrap tape around the end of a length of yarn for each child. Using this as a needle and thread, have the children sew their pictures. Circulate among them during the activity to encourage use of the unit's vocabulary words/patterns. When they have finished, collect all of the pictures and mix them. Individuals and/or small groups should then sort through the pictures and classify them according to the type of clothing. Encourage the children to use the Yup'ik language content which they have learned thus far. Make a Yup'ik clothing mural with all of the pictures		Fine Motor Visual Discrimination Classifying Recall Oral Reproduction Creative Expression	Copies of pictures from the kit Yarn & tape Single hole punch Construction paper

	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
se the standard procedure to each the dialogue. The standard procedure is outlined at the beginning of this book.	It's time for the post test. Dialogue - Introduction and Practice Auditory Exposure Prior to the lesson RECORD the dialogue conversation with HERMAN. Have the children listen to the dialogue between you and HERMAN. Refer to the dialogue card at the back of the program for detailed information about introducing a dialogue. A. Waqaa, calisit? Hello, what are you doing? B. Aritvaliunga. I am making a pair of mittens. A. Ikayurlaken? Shall I help you? B. Qang'a, canrituq. No, it's alright. 	Comprehension Auditory Discrimination Oral Reproduction Visual Discrimination in Nonprint Form Recall	Herman's Head w. with recorded dialogue
After Assessing the Post Tests: Reinforcement Use the SILHOUETTE TECHNIQUE to reinforce the language content of the unit. Two children can hold a sheet for the activity. Place a projector or other suitable light behind the sheet. Use cut-out shapes of the clothing articles to review the terms/patterns from the unit. Hold a cut-out up between the light and the sheet (the children will see the silhouette) and have them identify the shape in either choral, group, or individual forms. Also review the patterns in the same way. Eventually, have three or four children sit behind the sheet with an assortment of cut-outs. When they hear a term/pattern, they should respond by holding up the appropriate cut-outs. 		Auditory Discrimination Oral Reproduction Visual Discrimination in Nonprint Form	Sheet Cut-outs Light
Enrichment For those children who are ready, have them add to the unit's dialogue. Let the children hear the new dialogue a number of times. If time permits, have them draw story pictures to go along with the new dialogue. They can then share the pictures and the new dialogue with the rest of the class.		Language Extension Creative Expression Recall	

hen you are extending language by combining new bases and/or postbases/endings, some of the sounds may change. Be aware f these changes and help the children to hear and say them. For example: qantaq (plate) qantaitua (I do not have a late) kemek (meat) kemeqturtua. (I am eating meat.)

ANIMAL FAMILIES

CONCEPT/RECALL OBJECTIVES:

A1. By the end of this unit, each child should recall/know:

1. That the name of a young animal is often not the same as the name give to a grown animal of the same kind. (Example: cat/kitten, dog/puppy)
2. A mother animal usually looks after her young.
3. Young animals need the protection of their mother.
4. Some animal fathers help to raise their young.

NOTE: If the English Unit has already been taught, these objectives are recall. If it has not been taught, these concepts will need to be introduced to the children.

AK'A PIYARAT CONCEPT OBJECTIVES:

A2. By the end of this unit, each child should also know:

1. That young animals' pelts are usually softer.
2. That young animals' pelts are mainly used for children's or babies' clothing.

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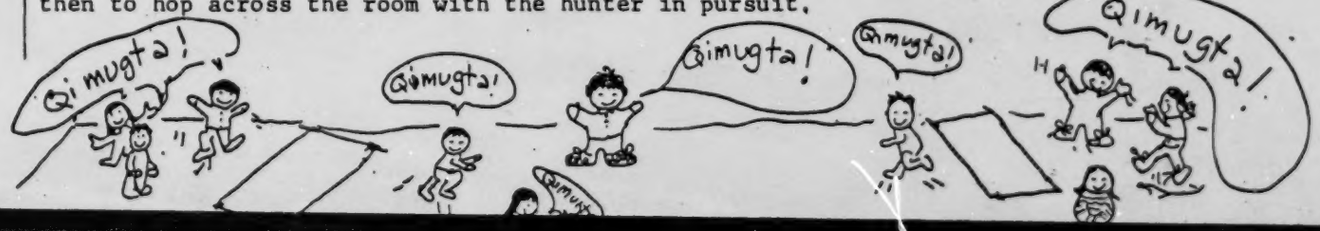
SKILLS OBJECTIVES:

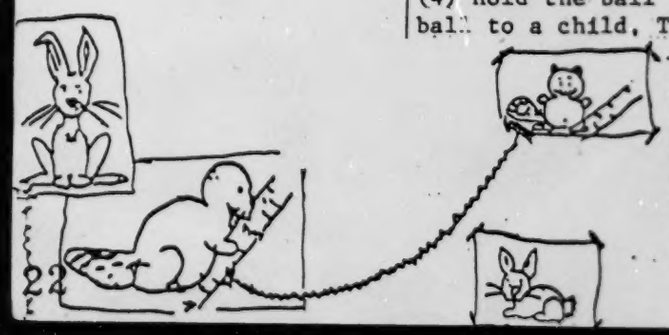
B. By the end of this unit, each child should be able to:

1. Auditorally recognize and discriminate the language content of the unit;
2. Orally reproduce the language content of the unit;
3. Visually recognize and discriminate pictures and/or
4. Demonstrate an ability to use gross and fine motor skills during the unit's activities;
5. Demonstrate an ability to use the intellectual skills of matching, comparing, and contrasting.

UGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIAL
uimugta/qumugkauyar og/puppy untaq/nuraq omestic reindeer/fawn aviaq/kaviayaar ox/fox pup egluneq/keglunyaar olf/baby wolf During this lesson it is very important that the children understand the theme of the unit. This conceptual base will then serve for language development in subsequent lessons in the unit.	<u>Administer the unit's pretest.</u> CONTEMPORARY Conceptual Development and Introduction of Vocabulary Auditory and Visual Exposure in Nonprint Form (1) Talk with the children about animal families. Discuss the differences in appearance between grown and young animals. Be sure to discuss the size differences between adult and young animals. Encourage the children to share any experiences that they might have had with young and grown animals. (2) Point out that mother animals defend their young. In addition, discuss possible ways in which a mother animal could teach her young to survive. (3) Use the names of the animals for the unit in all parts of the discussion. Also use pictures from the kit when discussing particular animals. Introduce the Yup'ik terms to the children. Be certain the children understand each term. It may be necessary to translate the terms once into English. When you are certain the children understand the terms, continue with them in Yup'ik. 	Comprehension Comparing	Pictures from the kit. Animal pelts
	Vocabulary Practice (1) Play a game called ANIMAL HUNT. Use masking tape and make two large squares on opposite sides of the classroom. One player is to be the hunter. He/she should stand in the middle of the classroom. The other children stand in either one of the tape squares. All of the players are to have an animal name. Whisper the name of an animal to each child. Tell the hunter what kinds of animals are in the squares. He/she calls out the name of one of the animals. Those children having that animal name are then to hop across the classroom to the square on the opposite side. While they are hopping, they are to repeat the animal's name. The children remaining in the squares are also to call out the animal's name. The hunter is to hop after the children going from one square to the other. If he/she catches one of the children, that child becomes a helper hunter. The last one to be caught gets to be the hunter for the next game. (2) Use the pictures from the kit for another version of the game. Have one child again be the hunter. Hold up one of the pictures. The children with the same name as the picture are then to hop across the room with the hunter in pursuit. 	Auditory Discrimination Oral Reproduction Visual Discrimination in Non-print Form Gross Motor	Pictures from the kit. Masking tape

SUGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
Qimugta qimugkauyangqertuq. Tuntuq nurangqertuq. Kegluneq keglunyaangqertuq. Kaviaq kaviayaangertuq. The _____ has a _____! 	Review Lesson 1 Contemporary Vocabulary in Patterns Auditory and Visual Exposure in Nonprint Form (1) Use the pictures from the kit. Place them on the chalkboard tray or bulletin board. Have the children sit in front of the pictures. Darken the classroom. Tell a RUNNING STORY about the animals. Use the patterns frequently in the story. Shine a flashlight on the appropriate picture when an animal is mentioned in the story. It may be necessary to give the English translation of the pattern immediately following the Yup'ik pattern. (2) Once again tell the RUNNING STORY. Ask the children to repeat the pattern with you this time when you shine the light on the picture. Be sure to use the pattern several times in the story. (3) Divide the class into 4 groups. Assign each group an animal name. Shine the flashlight on the pictures one at a time. When the children see the animal for their group, they are to make the sound they think that animal produces.	Recall Comprehension Recall of Vocabulary Words Visual Discrimination Oral Reproduction	Pictures from the kit. Flashlight
	Vocabulary Practice Tape the pictures onto the floor in a stepping stone fashion. Divide a large sheet of tagboard into 4 squares. Glue a picture of an animal in each square. Make a spinner by using a plastic margarine bowl lid. (Cut an arrow from the plastic). Attach the spinner to the middle of the tagobard. Have the children take turns spinning the arrow. The child is then to hop to the picture that the spinner stopped at on the stepping stone path. He/she is to say the pattern for the picture after hopping to the correct picture. You may wish to have several stepping stone paths and spinners. Have the children watch each other for correctness of response.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form	Flashlight Pictures Spinner
Intellectual Development Duplicate several sets of the pictures showing adult and baby animals from the kit. Glue each of these pictures onto a sheet of construction paper. Glue bright colorful pictures from magazines onto the backside of the construction paper pieces. You will now have a double-sided picture. Turn the papers with the pictures of the animals right side up. Cut the animal pictures into 2 pieces. One piece should have a grown animal and the other should have the picture of a young animal. Mix these pictures up and give them to the children. They are to match the grown and young animal of each kind. They can check by turning the animal picture over. If the magazine picture on the back is correct, the child will know that his/her match is correct.		Matching	Pictures from the kit. Magazine pictures Glue

SGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
maqaruaq/maqaruayaar rabbit/baby rabbit cenkaq/cenkayagaq land otter/otter pup qanganaq/qanganacuar squirrel/baby squirrel palugtaq/aqsatuyak beaver/baby beaver ring this lesson it is ery important that the ildren understand the eme of the unit. This con-eptual base will then serve or language development in ubsequent lessons in the it.	Review Lessons 1 & 2 Contemporary Ak'a Piyarat Conceptual Development and Introduction of Vocabulary Auditory Exposure and Visual Exposure in Nonprint Form (1) Talk to the children about the use of animal furs. Discuss with them the fact that young animal pelts are usually softer than the pelts of grown animals. At this time, also explain that young animals' pelts were mainly used for children's or babies' clothing. If possible, use clothing that has been made with the pelts of young animals, as examples. Have the children feel and discuss the pelts. (2) Say the names of the animals a number of times. Show the children pictures from the kits and pelts, if available. Be certain that the children understand the meaning of the Yup'ik terms. After the initial introduction of the Yup'ik word, give the English translation. When the children understand the terms, continue using the Yup'ik terms	Recall Comprehension	Pictures from the kit. Animal pelts if available
	Vocabulary Practice (1) Have the children stand in a large circle. Stand in the middle of the circle with a large soft ball. Say the name of an animal and throw the ball to a child. The child catching the ball is to repeat the name of the animal. Continue until all children have had a chance to catch the ball and to repeat at least 2 of the Yup'ik terms. (2) Explain to the children that you will change the game. When you throw the ball, you will say the name of the grown animal. The child catching the ball is to say the name of the baby animal. (3) Reverse the version of the previous game. When you throw the ball, say the name of the baby animal. The child catching the ball is to say the name of the grown animal. (4) Hold the ball in one hand. Hold up a picture of an animal in the other hand. Throw the ball to a child. The child catching the ball is to say the name of the animal in the picture.	.tory Discrimination Oral Reproduction Visual Discrimination in non-print form	Large soft ball Pictures from th kit.
	Intellectual Development Tape the pictures of the grown animals to one side of the chalkboard. Tape the pictures of the baby animals to the other side. Place all pictures within reach of the children. Cut several long pieces of yarn. Give each child a length of yarn with masking tape attached to both ends. The child is to tape one end of the yarn to the picture of the grown animal and the second end of the yarn to the picture of the baby animal. Circulate while the children are working. Encourage them to use the vocabulary from the unit.		Pictures from th kit. Yarn Tape



SUGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
Maqaruayaarmek tangellruunga. I saw a baby rabbit. Cenkayaagarmek tangellruunga. I saw a land otter pup. Aqsatuyamek tangellruunga. I saw a baby beaver. Qanganacuarmek tangellruunga I saw a baby squirrel.	Review Lesson 3 Ak'a Piyarat Vocabulary in Patterns Auditory and Visual Exposure in Nonprint Form (1) Duplicate 2 sets of pictures from the kit. Place the pictures from the first set in various locations around the room. (2) Use the second set of pictures in an introductory group discussion with the children. (3) Hold up each picture and say the appropriate pattern for the picture. You may give the English meaning of the pattern immediately following the Yup'ik pattern. (4) Tell the children that they are going to go on a pretend animal search. Walk around the room with the children. When you reach a picture of an animal say the appropriate pattern. You may add to the activity's interest by asking the children to pretend that they are trying to creep up on the animal without being seen. 	Recall Comprehension Recall of Vocabulary Words Visual Discrimination in Nonprint Form	Two duplicate sets of pictures from the kit.
	Practice Patterns (1) Use the pictures that were placed around the room for the vocabulary activity above. Have the children stand in a large group in the middle of the room. Call out the pattern for one of the pictures. The children are to run to the correct picture. Ask the children to imitate the movements of the animal that you named. For example, they should hop to the picture of the rabbit. (2) Regroup the children in the middle of the room. Darken the room and shine a flashlight on the pictures one at a time. As you shine the light, have the children say the patterns in choral, group and individual formats.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form Recall of Vocabulary words	Pictures from the kit. Flashlight
Intellectual Development Use the duplicated pictures from the kit. Attach these pictures to the bulletin board. Leave a large space between pictures. Distribute drawing paper to the children. Have the children draw pictures of each of the animals. Circulate among the children while they are drawing. Encourage them to use the unit's language content. When the children finish drawing their pictures, have each child attach his/her picture of a particular animal on the bulletin board close to the kit picture of the animal. Discuss the differences and similarities between the children's drawings and the original picture.			Pictures from the kit. Drawing paper Crayons

	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
e the standard procedure to each the dialogue. The standard procedure is outlined at e beginning of this book.	It's time for the post test. Dialogue - Introduction and Practice Auditory Exposure Use a puppet to have the children hear the dialogue a number of times. Use the standard sorm for introducing the dialogue to the children. A. Cauga tauna? What is that? B. Kaviayaaruuq. It is a baby fox. A. Naken pillrusiu? Where did you get it? B. Nalkellruaqa yuilqumek. I found it in the wilderness. 	Comprehension Auditory Discrimination Oral Reproduction Visual Discrimination in Nonprint Form Recall	Puppet
After Assessing the Post Tests: Reinforcement (1) Set up a language master center in the classroom. Record the words and patterns from the unit on language master cards. Have the children listen to the cards a number of times and then record themselves using the language. Next, have them listen to your original recording and their own voices to see if they are the same. (2) Duplicate a set of pictures from the kit. Cut the pictures into several pieces. Give the pieces to the children. They are to put these puzzle pieces back together. Circulate among the children while they are working. Encourage the use of the unit's language content while the children are working.		Auditory Discrimination Oral Reproduction Visual Discrimination in Nonprint Form Recall	Language master and cards Pictures from th kit.
Enrichment Play STORY WEAVING with the children. Have the children sit on the floor in a circle. They are to use the vocabulary words and patterns from the unit to invent a story. Review the unit's language content before starting. Use the pictures during the course of the review. The first child who begins the story has the ball of yarn. He/she says a word or pattern and begins the story. That first child throws the ball of yarn to another child. The second child says the next part of the story being sure to use the vocabulary from the unit. The game continues in this manner. Each child holds onto a strand of yarn before throwing the yarn ball to another person. If the children are not ready for creative expression in Yup'ik, they can brainstorm on Yup'ik patterns using the STORY WEAVING. To do this, a child should say a pattern he/she knows and then toss the yarn to another child . The child who catches the yarn should then say another Yup'ik pattern.		Language Extension Creative Expression	Yarn Pictures from th kit.

hen you are extending language by combining new bases and/or postbases/endings, some of the sounds may change. Be aware f these changes and help the children to hear and say them. For example: qantaq (plate) qantaitua (I do not have a ate) kemek (meat) kemeqturtua. (I am eating meat.)

CONCEPT/RECALL OBJECTIVES:

A1. By the end of this unit, each child should recall/know:

1. That dog teams are used mainly for racing today;
2. That dog teams used to be one of the main forms of transportation;
3. That dog teams were slower than snow machines, but they had other advantages.

NOTE: If the English Unit has already been taught, these objectives are recall. If it has not been taught, these concepts will need to be introduced to the children.

AK'A PIYARAT CONCEPT OBJECTIVES:

A2. By the end of this unit, each child should also know:

1. Today there are very few dog teams in western Alaska;
2. Almost all of the hunting and traveling is done by snow machines;
3. Sleds are used today to haul many things behind snow machines.

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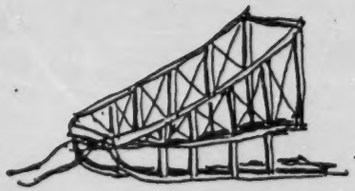
SKILLS OBJECTIVES:

B. By the end of this unit, each child should be able to:

1. Auditorally recognize and discriminate the language content of the unit;
2. Orally reproduce the language content of the unit;
3. Visually recognize and discriminate pictures and/or actual dog teams
4, Demonstrate an ability to use gross and fine motor skills during the unit's activities;
5. Demonstrate an ability to use the intellectual skills of imagining, sensory awareness, sequencing, and recall.

GGES	LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIAL
	ikamraq dog sled kenercissuun foot brakes pirlaak sled runners cingsaaq/cingyaaq tarp	<u>Administer the unit's pretest.</u> CONTEMPORARY Conceptual Development and Introduction of Vocabulary Auditory and Visual Exposure in Nonprint Form (1) Talk to the children about dog teams and sleds. Point out the different parts of the sled in the picture from the kit. Say the words a number of times in Yup'ik. Be certain that the children understand the meaning of the words. (2) Have HERMAN'S HEAT say the words and you repeat them. (3) Give each child a copy of the picture of the sled. As the words are said, have each child point to the correct part of the sled. (4) If possible, bring a sled to class or take a field trip to look at a sled. Point out the various parts on the sled and say the Yup'ik terms. 	Comprehension Auditory Discrimination Visual Discrimination	Herman's Head with tape Copies of pictu of sled for eac child Sled
uring this lesson it is ery important that the hildren understand the heme of the unit. This onceptual base will then erve for language develop- ent in subsequent lessons n the unit.		Vocabulary Practice (1) Play BROOM DROP. Tell each child a word. Say one of the words, dropping the broom at the same time. The children with that word should try to catch the broom before it hits the floor. (2) Play the tape again with HERMAN. After HERMAN says the words, have the children repeat them chorally. (3) Divide the class into groups; one group per term. Say a word and the group with that word should repeat it. Switch groups often. (4) Say a word and have the group with that word point to the part of the sled and then repeat the word. (5) Have the children stand in a circle, facing each other. Have one child in the center hold a picture of a sled. The child in the center should say another child's name. That child turns around and faces the outside of the circle. The child in the center points to a part of the sled. The child facing the outside tries to guess which part of the sled is being pointed to. When the part is guessed, the child from the circle goes to the center and continues the game. Repeat until all the children have participated.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form Recall	Broom Herman's Head and tape Sled Picture of sled

SUGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
Ikamraqa kenercissuutengqertuq. My sled has foot brakes. Ikamraqa pirlaangqertuq. My sled has runners. Ikamraqa cingsaangqertuq/ cingyaangqertuq. My sled has a tarp.	Review Lesson 1 Contemporary Vocabulary in Patterns Auditory and Visual Exposure in Nonprint Form (1) Use the SILHOUETTE TECHNIQUE to introduce the patterns to the children. Show a cut out of a sled on the screen. Run your finger along the runners and say the pattern. Show the rear view of the sled, point to the foot brakes and the pattern. Use a handkerchief or other small cloth. Cover the sled with it while saying the pattern for the tarp. Say each pattern several times. Be certain that the children understand the meaning of the patterns. Translate them once into English. Then continue saying them in Yup'ik. (2) Divide the class into three groups; one group for each pattern. Show the sled on the screen and say a pattern. When a groups hears its pattern, the children in that group should touch their toes. S 	Recall Comprehension Recall of Vocabulary Words Visual Discrimination Auditory Discrimination	Sheet for a l screen Light source Cut out of sl both side vie rear view Hankie or oth cloth
	Vocabulary Practice (1) Show the sled on the screen and say a pattern. The children should repeat the pattern. Do this with all of the patterns a number of times. Then, have three groups listen for specific patterns. When the group hears their patterns, they should repeat them. Switch the groups often. (2) Bounce a ball to a child. Point to a part of the sled. The child should say the pattern for that part of the sled. Bounce the ball to another child. That child should repeat what the first child said and then say the pattern for another part of the sled that you are pointing to. Model the responses if necessary. (3) Have the children say three of the patterns in a s quence if they are able to. If not, start again with another child saying one pattern.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form Recall Sequencing	Sled and scre from above Ball Picture of sl

Intellectual Developement:
Have the children construct sleds. Use cardboard. Have the children cut strips and glue or staple them together. Use a hole punch to punch the holes. Have yarn or string available for the rope portions of the sled. As the children are working, circulate among them, asking them what the various parts are. The children should answer with the patterns. Encourage creative expression about sled in Yup'ik if the children are fluent enough at this time. Use cloth for the tarps.

Cardboard
Glue
Staples
Yarn or stri
Hole punch
Cloth for t

LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
ugta dog anuk harness qimugcitkaq dog food ciulista lead dog ing this lesson it is y important that the ldren understand the me of the unit. This con- tual base will then serve language development in sequent lessons in the it.	Review Lessons 1 & 2 Contemporary Ak'a Piyarat Conceptual Development and Introduction of Vocabulary Auditory Exposure and Visual Exposure in Nonprint Form Make a window by cutting the center out of a piece of poster board. Make curtains from butcher paper or cloth. Have the curtains split in the center so you can push them aside to look out the window. Put the pictures behind the window. Tell the children that they are going to look into the past. They will see some of the things used when dog teams were used regularly. Slowly open the curtain and show one of the pictures. Say the word several times. Close the curtain, put another picture in. Say the word for this picture several times. You may want t e curtain, or have the window near a wall and place the pictu ds for all of the pictures, making certain that the children under d. Translate the words if necessary. A long time ago...	Recall Comprehension	Window made fro poster board an butcher paper c tains Pictures from t kit
	Vocabulary Practice : (1) Say the words and have the children respond in groups. When you say a group's word, the children in that group make dog's ears with their fingers. Say each of the words several times. Switch groups often. (2) Show the pictures in the window. When a group sees its picture, the children in that group should clap their hands. (3) Show a picture and say the word. Have the children repeat the words chorally. When the children can say the words well, divide them into groups and have them repeat their words when they hear them. Then show the pictures and have the correct groups repeat the words. (4) Play KING LION, changing it to LEAD DOG. Have one less chair than children. Tell each child one of the words. The lead dog says, "Ciulistenguunga, anum maligglia." ("I am lead dog, harness may walk with me."). All of the children named anuk may walk behind the lead dog. Then the lead dog says, "Kaigura, nerelta." (I'm hungry, let's eat.). The children race for their chairs and the one left over is the new lead dog. As the children line up behind the lead dog, have them repeat their word. Each time there is a new lead dog, tell the children different words so they can practice listening for and saying each of the words.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form	Window Pictures from the kit
Intellectual Development: Play KALEIDOSCOPE. Have four children stand in a row in front of the other children. Tell each child one of the words, with the class listening. Repeat each child's word a number of times, saying the child's name with it. Have the other children study the order, and then close their eyes. The children in front change around to mix the words. The children open their eyes and try to put them back in order, saying the words which should come first, second, etc.		Oral Reproduction Recall Sequencing	

	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
Use the standard procedure to teach the dialogue. The standard procedure is outlined at the beginning of this book.	It's time for the post test. Dialogue - Introduction and Practice Auditory Exposure Use the dog puppet to let the children hear the dialogue a number of times. A. Camek aatan pilia? What is your father making? B. Ikamraliuq. He is making a sled. A. Pirlaarek-qaa taqellruak? Has he finished the runners? B. Taqeksaitak. He hasn't finished them. 	Comprehension Auditory Discrimination Oral Reproduction Visual Discrimination in Nonprint Form Recall	Dog puppet
After Assessing the Post Tests: Reinforcements (1) Say 3 of the vocabulary words or pattern, two of which are THE SAME. Have the children listen to the words and repeat the two which are THE SAME. Do this with words which the children are having trouble hearing or saying. (2) Put some of the pictures on the chalkboard ledge. Have the children say either the words or the patterns. Take the pictures away and have the children say the words or patterns for as many as they can remember. Do this with as many pictures as the children can remember at one time. Then use the other pictures. 	Auditory Discrimination Oral Reproduction Visual Discrimination in Nonprint Form	Pictures from t unit
Enrichment: Talk to the children about making a sled. Come in and talk with the children about making sleds. Have the children decide on patterns they would like to add to the dialogue of this unit. Help them to form Yup'ik words and patterns to say what they want to say. Have the children draw pictures of the dialogue. Then teach the new dialogue to the class, using the standard procedure for teaching the dialogue.		Language Extension Creative Expression	Sled maker Art material

When you are extending language by combining new bases and/or postbases/endings, some of the sounds may change. Be aware of these changes and help the children to hear and say them. For example: qantaq (plate) qanqaitua (I do not have a plate). kemek (meat) kemeqturtua. (I am eating meat.)

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AK'A PIYARAT CONCEPT OBJECTIVES:

A. By the end of this unit, each child should know:

1. That some villages still practice the traditional potlatch;
2. That a potlatch is generally a celebration for the dead in the village;
3. One village invites another village to celebrate this special occasion.

SKILLS OBJECTIVES:

B. By the end of this unit, each child should be able to:

1. Auditorally recognize and discriminate the language content of the unit;
2. Orally reproduce the language content of the unit;
3. Visually recognize and discriminate pictures and/or objects related to the concept;
4. Demonstrate an ability to use gross and fine motor skills during the unit's activities;
5. Demonstrate an ability to use the intellectual skills of sequencing, comparing/contrasting, matching, and recall.

SUGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
curukaq potlatch yuraq dance aturtet singers aruqutet gifts	**Administer the unit's pretest.** CONTEMPORARY Conceptual Development and Introduction of Vocabulary Auditory and Visual Exposure in Nonprint Form (1) Talk to the children about potlatches. Ask the children if any of them have ever been to one. Tell them that some, but not all, villages still have potlatches. One village invites another village to celebrate this special occasion. The host village performs all the dances and presents gifts for the visiting village. Food and water or cold drinks are passed out. Eskimo dancing is done. As you are talking, say the vocabulary words in Yup'ik several times. Use the pictures from the kit for further reinforcement. (2) Decide on motions for each word. For example, pretend to sing, pretend to hand out gifts, Pretend to dance, etc. Say the words and have the children do the motions. Have the children in groups, Say the word and the group with that word should respond with the motions. (3) Play BROOM DROP. Tell each child one of the words. Say a word and drop the broom. The child with that word should try to catch the broom before it hits the floor. Change the words given to the children often.	Comprehension Auditory Discrimination	Pictures from the kit.
During this lesson it is very important that the children understand the theme of the unit. This conceptual base will then serve for language development in subsequent lessons in the unit.	Vocabulary Practice (1) Tell a RUNNING STORY about potlatches. When the children hear one of the vocabulary words, they should repeat it after you. Tell the story using the words several times. Divide the children into groups. Tell the story and the groups should listen for specific words and repeat them. Show the pictures and the groups should say their words at the appropriate times. Switch groups often. (2) Play CROSS THE BRIDGE. Place the pictures on the floor in a straight line. Tell the children that these pictures are the bridge they have to cross so they don't fall into the water. Each child takes a turn stepping on the pictures and saying the words for each one. If the children do not know a word or do not say it correctly, they fall off the bridge and go to the other side of the river. Rearrange the pictures often. (3) Put the pictures on the chalk ledge. Have the children study them. Take the pictures away and have the children tell you the sequence for putting them back as they were. Do this several times, changing the order of the pictures each time. 	Auditory Discrimination Oral Reproduction Visual Discrimination in Non-print Form Sequencing	Pictures from the kit.

SUGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
Yurarciqua curukami. I will Eskimo dance at the potlatch. Aturciqua curukami. I will sing at the potlatch. Aruqeciqua curukami. I will pass out gifts at the potlatch.	Review Lesson 1 Contemporary Vocabulary in Patterns Auditory and Visual Exposure in Nonprint Form (1) Use a puppet to introduce the new patterns to the children. Have the puppet say a pattern and then pretend to do what the pattern says. Have the puppet repeat each pattern several times. Translate the point of departure once for the children. Then say the patterns in Yup'ik and have them tell you the meaning in English. Then continue to say the patterns in Yup'ik. Use the pictures from the kit as you talk. (2) Say the patterns and have the children pretend to do what the pattern says. Divide the children into three groups. Tell each group to listen for one of the patterns. When they hear their pattern, they should do the action. Switch the groups often. (3) Play HERE, THERE, EVERYWHERE. Mount the pictures on the wall around the room. Say a pattern and have the children move to the picture representing that pattern. Say each pattern a number of times.	Recall Comprehension Recall of Vocabulary Words Visual Discrimination	Puppet Pictures from the kit Tape
	Vocabulary Practice: (1) Say the patterns and have the children repeat them chorally. After the children have said each pattern several times, divide them into groups. Say a pattern and have the correct group repeat it. Switch groups often. Show a picture and have the correct group say the pattern. Repeat with the other pictures. (2) Play CHARADES. Tell one group a pattern. Have the group act out the pattern and have the other groups guess what they are acting out by saying the patterns. Do this until each group has acted out each of the patterns at least once. It may be necessary to model the patterns for the groups that are guessing.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form Recall	Pictures from the kit
Intellectual Development: Songtime Teach the children the song, "Egalerkut Itqetaara" or "Go In and Out the Window". You may want to tape the song for use all week or you may want to just sing it all week. While singing the song, have the children hold hands in a circle. Have one child go in and out the windows by going under the hands of the children, first in front of a child, then behind the next child, until the song ends. Then the child chooses another child and they both go around holding hands. Then they get a third child, etc.		Oral Reproduction Comprehension	Song: "Egalerkut Itqetaara" recorded if desired

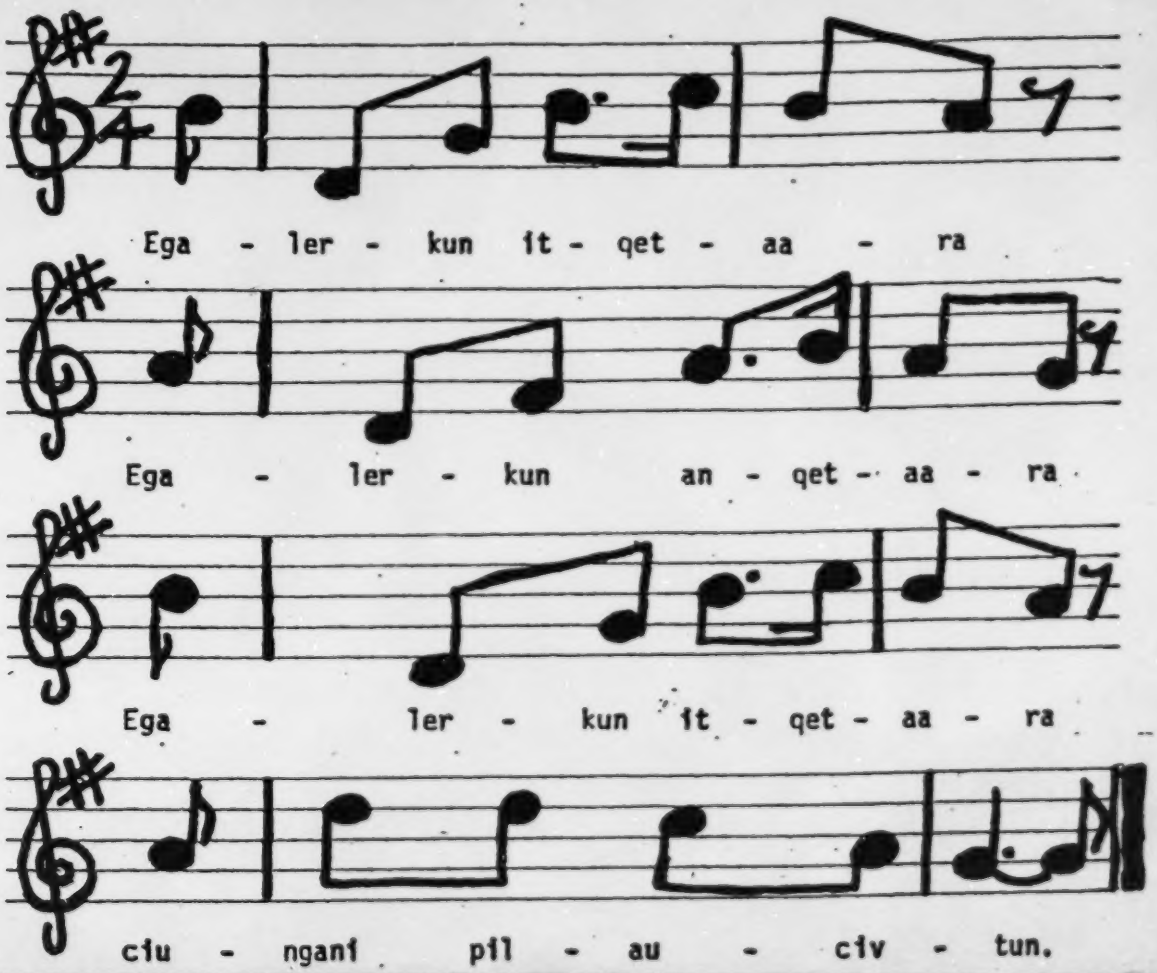
GESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
kalukaq Potlatch qasgiq bath hut/community building kegginaquq mask tegumiak dance fans	Review Lessons 1 & 2 Contemporary Ak'a Piyarat Conceptual Development and Introduction of Vocabulary Auditory Exposure and Visual Exposure in Nonprint Form (1) Talk to the children about traditional potlatches. Explain that originally potlatches were a celebration for the dead in the village. They were held in bath huts. Dancing and singing and eating were part of the celebration as they are in today's potlatches. The dancers wore masks and used dance fans. Food and drink were passed out to the guests in memory of the thirsty and hungry spirits. One village would invite another village to celebrate this special occasion. As you are talking, use the vocabulary words and the pictures a number of times. Be certain that the children ur	Recall Comprehension	Pictures from the kit
ring this lesson it is ry important that the ildren understand the eme of the unit. This con-ptual base will then serve r language development in bsequent lessons in the it.	Vocabulary Practice: (1) Play RUNABOUT. Put the pictures on the floor in a pile. Have the children form a circle around the pictures. Tap 2 children on the shoulders and say a word. Have the children run in opposite directions around the circle and find the picture. (2) Put the pictures on the walls around the room. Use the FLASHLIGHT GAME. Shine the flash-light on a picture and say the word. Have the children repeat the word chorally. Then divide the class into 4 groups. Have each group watch for one picture. When the group see their pic-tures, they should repeat their words. Later, say a word and have a child shine the light on the correct picture, and have the class repeat the word. (3) Play SHIPS-A-SAILING. Toss a ball to a child. That child says one of the vocabulary words and tosses the ball to another child. The second child says the word the first child says and then says another word. Then the ball is tossed to a third child. That child says the first two words and adds a third word. Continue until the children are unable to repeat the sequence. Then start a new sequence.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form Sequencing	Pictures from the kit Flashlight Tape Ball
	Intellectual Development: Songtime (1) Have the children pretend they are at a potlatch and want to celebr--- Tell them they can celebrate by playing a game and singing a song. Review the song, "E e children sing it again and play the game.	Oral Reproduction	Song

SUGGESTED LANGUAGE CONTENT	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
Camek tangellrusit qalukami? What did you see at the Potlatch? Qasgimek tangellruunga. I saw a bath hut/ community hall. Kegginaqumek tangellruunga. I saw a face mask. Tegumiagnek tangellruunga. I saw a pair of dance fans.	Review Lesson 3 Ak'a Piyarat Vocabulary in Patterns Auditory and Visual Exposure in Nonprint Form (1) Use HERMAN'S HEAD and the pictures to introduce the new patterns to the children. Talk to HERMAN about what might be seen at a potlatch. Then ask HERMAN the pattern. Have him respond with one of the patterns. Hold up the picture for the pattern he says. Have HERMAN say each of the patterns a number of times. Be certain that the children understand the meanings of the patterns. Translate the patterns once for the children and then continue saying them in Yup'ik. (2) Give the children copies of pictures from the kit. Have HERMAN say a pattern and have the children hold up the picture. Group the children and have the group hold up the picture when HERMAN says it. 	Recall Comprehension Recall of Vocabulary Words Visual Discrimination in Nonprint Form Auditory Discrimination	Herman's Head with recording Pictures from the kit Copies of the pictures for each chi
	Practice Patterns (1) Say a pattern while holding up a picture. Have the children repeat the pattern. Divide the class into groups and have the groups repeat the patterns when they hear them. Switch the groups often. Have the groups ask and answer the question. (2) Play CONCENTRATION. Have the children compare and contrast the pictures to make certain that they have 2 of each picture. You may want to use the pictures from the first lesson or review pictures from other lesson as well. Have a child ask the question from the pattern. Another child turns over two pictures and says the pattern for each picture. If the two pictures match, they are removed from the board. If they do not match, they are turned face down again. Continue playing until there are no pictures left. Then mix the pictures up and play again.	Auditory Discrimination Oral Reproduction Visual Discrimination in non-print form Recall of Vocabulary words Matching Comparing/Contrasting	Pictures from the kit Copies of the pictures for each child
Intellectual Development	Songtime Have the children sing the song and play the game again. For choosing a new partner to go in and out the windows, the first child to go through cc .ld being chosen could answer with any of the patterns. 	Oral Reproduction Recall	Song

	DEVELOPMENTAL LANGUAGE ACTIVITIES	SKILLS	MATERIALS
se the standard procedure to each the dialogue. The standard procedure is outlined at he beginning of this book.	It's time for the post test. Dialogue - Introduction and Practice Auditory Exposure Use a puppet to say one part of the dialogue to you a number of times. A. Caciqsit ataku? What are you going to do tonight? B. Curukaliarciqua. I'm going to the potlatch. A. Yurarciquten-qaa? Are you going to (Eskimo) dance? B. Qang'a, aruqeciqua. No, I'm going to pass out gifts. 	Comprehension Auditory Discrimination Oral Reproduction Visual Discrimination in Nonprint Form :all	Puppet
After Assessing the Post Tests: Reinforcements Have the children pretend to have a potlatch. Have them say what they are going to do before doing it. Have the children pretend to Eskimo dance or actually do the dance they learned in the dance unit. Have them say they are going to sing and then have them sing the Yup'ik song they learned in this unit and any other Yup'ik songs they have learned. You may want to have gifts for each child or just pretend to have gifts. Encourage the children to use the language and patterns from this unit while they are having their potlatch.		Auditory Discrimination Oral Reproduction Visual Discrimination in Nonprint Form	
Enrichment Have the children extend the dialogue about the potlatch. Have them think of more things for each person to say. Encourage them to say the patterns in Yup'ik. Then, teach the extended dialogue to the rest of the class.		Language Extension Creative Expression	

hen you are extending language by combining new bases and/or postbases/endings, some of the sounds may change. Be aware f these changes and help the children to hear and say them. For example: qantaq (plate) qantaitua (I do not have a late) kemek (meat) kemeqturtua. (I am eating meat.)

EGALERKUN ITQETAARA*



* " GO IN AND OUT THE WINDOW "
Sung to the tune of 'Go In and Out the Window'

25

WINDOW "
to the tune of 'How Much is that Doggie in the Window'

51